

# Vermont Transition Planning Case Studies

VT Dept of Education  
John Spinney

# Transition Planning: Jake

- ◆ 16 years old
- ◆ eligible for special education under the Emotional disturbance category
- ◆ great difficulty managing his verbal and physical actions
- ◆ goal focused on helping him to develop the social/ academic organization skills

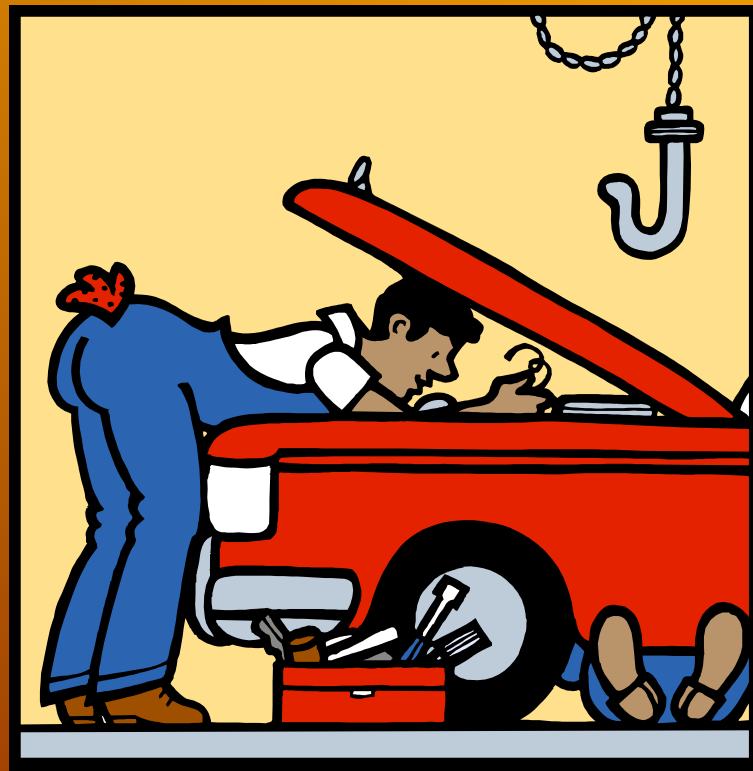
# Transition Planning: Jake

- ◆ interested in cars - auto mechanic
- ◆ desire to attend technical college
- ◆ live independently
- ◆ difficulty organizing his time and managing his money

# Participants in the Transition Planning Discussion for Jake

- ◆ Jake
- ◆ Parent
- ◆ HS Guidance Counselor
- ◆ Vocational Rehabilitation Counselor
- ◆ Jake's therapist
- ◆ Special Education Liaison

# What else can be added to Jake's Transition plan?



Please view Jake's  
transition plan

# Transition Planning: Sarah

- ✦ 20 years old - eligible for special education under the Learning Impairment category
- ✦ basic reading and computation skills
- ✦ special education services focus on improving her use of expressive language and helping her to utilize good problem-solving strategies
- ✦ difficulty responding to new and challenging situations

# Transition Planning: Sarah

- ◆ Sarah has helped with filing at mother's law office but does not have any consistent work experience
- ◆ family is concerned about the lack of employment opportunities available to her when she exits school
- ◆ Dad is concerned about lack of supports available after she exits school



# Participants in the Transition Planning Discussion for Sarah

- ◆ Sarah
- ◆ Parent
- ◆ High school Transition Counselor
- ◆ Developmental Services local coordinator
- ◆ Vocational Rehabilitation Counselor
- ◆ Guidance Counselor
- ◆ Developmental services job developer

# What else can be added to Sarah's Transition plan?



Please view Sarah's  
transition plan

# Transition Planning: Manuela

- ✦ 17 years old with Cerebral Palsy and uses a wheelchair to get around
- ✦ specific health care needs
- ✦ few friends and would like to socialize more, but has very low self-esteem
- ✦ motivated student - wants to be a journalist for the local newspaper
- ✦ plans to attend the nearby state college and major in journalism

# Transition Planning Manuela

- ✦ special education services focus on improving her fine motor skills, her social/emotional growth, and self-care and mobility, including how to use public transportation
- ✦ wants to be able to live, work and function independently
- ✦ her parents feel that she is not ready to live on her own or to work independently

# Participants in the Transition Planning Discussion for Manuela

- ✦ Manuela
- ✦ Parent
- ✦ District-wide Assistive Technology Coordinator
- ✦ OT
- ✦ Vocational Rehabilitation counselor
- ✦ Guidance Counselor
- ✦ Nurse
- ✦ Special Education Liaison
- ✦ School Newspaper Advisor

What else can be added to  
Manuela's transition plan?



✦ Please view  
Manuela's transition  
plan



**Transition Planning is a  
whole school, family, student,  
and community activity.**

